



SPRING 1999 RELEASE ITEM

Grade 5 Social Studies

SAMPLE OPEN-RESPONSE QUESTION

How do students provide evidence of what they know and can do in social studies?

The following is an example of an open-response question designed to provide the opportunity for students to show what they know and can do in the area of social studies:

Citizenship Award

The community of Goodhope decided to create a Citizenship Award to honor good citizens who take part in the community and help it be a better democracy. Winning the Citizenship Award is a special honor.

Describe **THREE** ways a person could take an active part in the Goodhope community and win the Citizenship Award. Use details to support your answer.

SOCIAL STUDIES CONTENT

What is the relationship of the assessment to the curriculum?

The content of the open-response question “Citizenship Award” addresses the following Social Studies Academic Expectation: “Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy” (2.15).

This question provides students an opportunity to demonstrate their understanding of fundamental concepts from the *Core Content for Social Studies Assessment*. In addition to the basic concept of citizenship, students are asked to show their understanding of civic participation (i.e., citizens taking an active role in their community) and of what this civic participation may look like (i.e., some of the different roles that citizens can take within the community).

PERFORMANCE EXPECTATIONS

How good is good enough?

An appropriate student response would provide convincing evidence of the student’s understanding of how citizens in a democratic society can take an active role in their community.

Successful student responses to this question would show that the student can

- clearly understand the concept of citizenship; and
- clearly and accurately describe three ways that a citizen could take an active part in the Goodhope community.

Successful student responses should show convincing evidence that the student can use social studies knowledge to address the relevant issue(s), although the response may not address all details and may contain some flaws.



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APPLICATIONS

How is this relevant?

This question addresses the important issue of the responsibilities of citizens in a democratic society. By successfully answering this question students demonstrate an understanding of the importance of civic participation and of the different roles that citizens may take within their community. This knowledge will help students better fulfill their responsibilities as United States citizens and members of a democratic society.



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The following is an example of an open-response question designed to provide the opportunity for students to show what they know and can do in the area of social studies:

Smith Shoe Factory

One of your town's major employers, Smith Shoe Factory, is closing and moving to another state.

- Describe how this would affect people who work at the factory.
- Describe how this could affect the town.

What is the relationship of the assessment to the curriculum?

SOCIAL STUDIES CONTENT

The content of the open-response question "Smith Shoe Factory" addresses the following Academic Expectation: "Students understand economic principles and are able to make economic decisions that have consequences in daily living" (2.18).

This question provides students an opportunity to demonstrate their understanding of several concepts from the *Core Content for Social Studies Assessment*. It asks students to show their understanding of a small economic system (i.e., a town), and of the consequences to that system when a major employer and producer of goods is no longer part of the system.

How good is good enough?

PERFORMANCE EXPECTATIONS

An appropriate student response would provide evidence of the student's understanding that the decision to close a town's factory has direct consequences on both individuals working in the factory and on the town as a whole.

For example, an appropriate response to this question would show that the student can

- clearly understand the concept of a town being a small economic system;
- clearly and accurately describe how the closure of a town's factory (i.e., the Smith Shoe Factory) would affect the people who work at the factory; and
- clearly and accurately describe how a town could be affected when one of its major employers (i.e., the Smith Shoe Factory) closes and moves to another state.

Successful student work should provide convincing evidence that the student can use social studies knowledge to address the relevant issue(s), although the response may not address all details and may contain some flaws.



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APPLICATIONS

How is this relevant?

This question addresses the important principle that economic choices have consequences. By successfully answering this question, students demonstrate an understanding of some of the ways that economic decisions can affect the daily lives of people. This understanding may help students to make better informed and more responsible economic choices in their own daily lives and better understand the impact of large-scale economic decisions.



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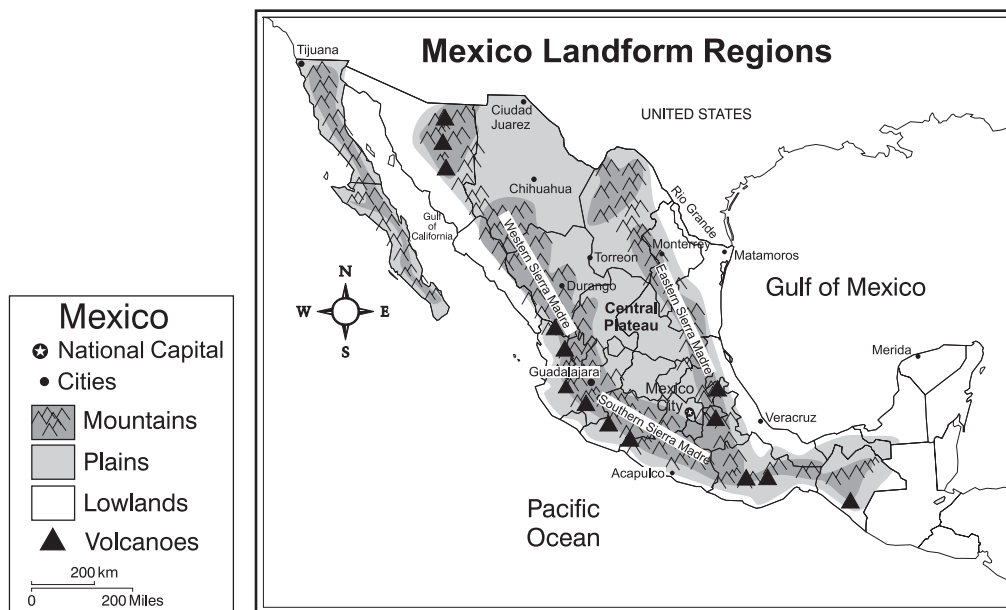
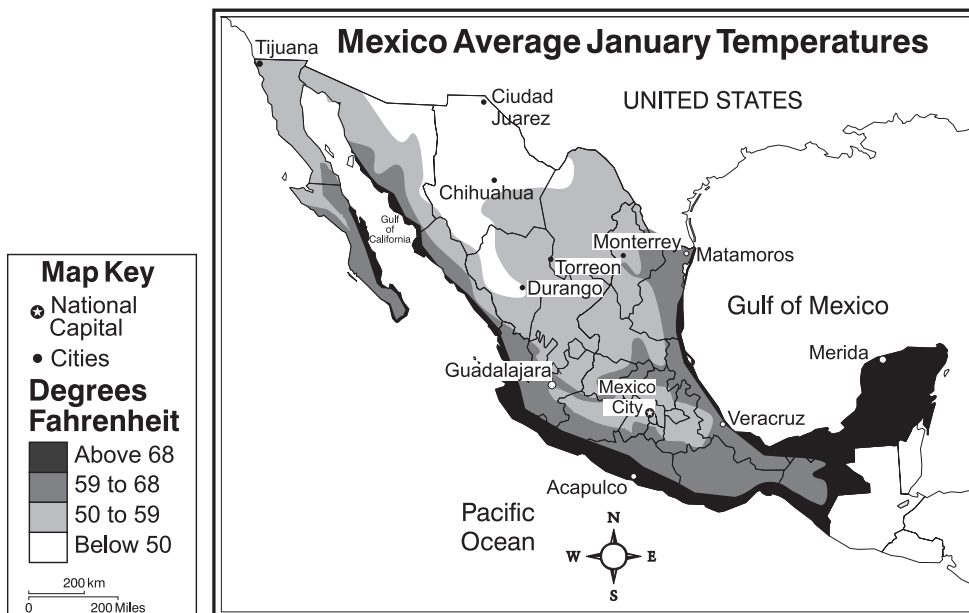
SAMPLE OPEN-RESPONSE QUESTION

How do students provide evidence of what they know and can do in social studies?

The following is an example of an open-response question designed to provide the opportunity for students to show what they know and can do in the area of social studies:

Travel to Mexico

Use the maps below to answer the question.



Mexico is a popular place for a vacation in January.

Using information from the maps, describe **THREE** ways that the temperature and landforms in Mexico in January would promote or limit tourist activities.



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SOCIAL STUDIES CONTENT

What is the relationship of the assessment to the curriculum?

The content of the open-response question “Travel to Mexico” addresses the following Social Studies Academic Expectation: “Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations” (2.19).

This item provides students an opportunity to demonstrate their understanding of several concepts from the *Core Content for Social Studies Assessment*. In addition to the basic concept of places having physical characteristics (e.g., landforms, climate), students are asked to show their understanding of maps as sources of information about a place’s physical characteristics and of how a place’s physical characteristics can both promote and limit human activities.

PERFORMANCE EXPECTATIONS

How good is good enough?

An appropriate student response would provide evidence both of the student’s ability to use maps to find out information about a place’s physical characteristics and of the student’s knowledge of the way that a place’s physical characteristics can limit or promote human activity.

For example, an appropriate response to this question would show that the student can

- accurately use two different maps of Mexico (i.e., a map showing average temperatures in January and a map showing landform regions) to gather information about some of Mexico’s physical characteristics; and
- use the information gathered from the maps to accurately describe three ways that Mexico’s physical characteristics (i.e., temperatures and landforms) would promote or limit tourist activities during the month of January.

Successful student work should provide convincing evidence that the student can use social studies knowledge to address the relevant issue(s), although the response may not address all details and may contain some flaws.

APPLICATIONS

How is this relevant?

This question addresses the important relationship between a place’s physical characteristics and human activity in that place. By successfully answering this question, students demonstrate both an ability to use maps to gather information about a place’s physical characteristics and an understanding of the ways that a place’s physical characteristics can affect human activity in that place. This ability and knowledge will be useful to students in school (e.g., in geography, history, and science classes) and in adult life (e.g. in planning vacations, in making moving decisions, in better understanding world events).



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The following is an example of an open-response question designed to provide the opportunity for students to show what they know and can do in the area of social studies:

Entertainment

Pioneers in the 1700s and 1800s did not go to movies, watch televisions, or play video games.

- Describe TWO forms of entertainment that were popular during “pioneer times” but are not as popular today.
- Explain why they are not as popular today.

What is the relationship of the assessment to the curriculum?

SOCIAL STUDIES CONTENT

The content of the open-response question “Entertainment” addresses the following Academic Expectation: “Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective” (2.20).

This item provides students an opportunity to demonstrate their understanding of several concepts from the *Core Content for Social Studies Assessment*. Students are asked to show their understanding of pioneer life in the 1700s and 1800s, of how American culture has changed over time, and of different reasons that may explain these cultural changes.

How good is good enough?

PERFORMANCE EXPECTATIONS

An appropriate student response would provide evidence of the student’s understanding of one aspect of the pioneers’ culture (i.e., forms of entertainment) and of how that aspect has changed over time.

For example, an appropriate response to this question would show that the student can

- clearly understand the concept of “pioneer times”;
- clearly and accurately describe two forms of entertainment that were popular during “pioneer times” but are not as popular today; and
- clearly and accurately explain why the two forms of entertainment are not as popular today.

Successful student work should provide convincing evidence that the student can use social studies knowledge to address the relevant issue(s), although the response may not address all details and may contain some flaws.



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How is this relevant?

This question addresses the important historical principle that the way people live has changed over time. By successfully answering this question, students demonstrate a basic level of understanding of another historical period, as well as an understanding of some of the reasons for historical change. This knowledge will better enable students to have an historical perspective about differences between cultures, to better understand historical change, and to be better prepared for changes that are taking place in the world today.